**Psychological Treatment I, CLP-6407, Section 8458 (10795)**

**UF PHHP Graduate Program in Clinical and Health Psychology**

**Summer Session C, 2023; Tues. 5:00 – 7:00PM & Thurs 5:00 – 6:00PM,**

**Delivery Format: In Person**

**Rooms: HPNP G-201**

**(Role plays also in HPNP G-105 & HPNP G-108)**

**Course Website: Canvas site used for announcements and posting grades.**

(Revised 05-11-2023)

**Instructor Information**

Duane Dede, Ph.D., Clinical Professor

Website: http://chp.phhp.ufl.edu/people/core-faculty/duane-e-dede-phd/

Department of Clinical and Health Psychology

Office: G-038 inside Suite G-036, Clinical Faculty Suite, in Shands ground floor

Office Hours: By appointment.

Email: ddede@phhp.ufl.edu

Phone: (352) 273-5267

Preferred Course Communications: email to set up appointments, in-person/zoom visits as needed.

Lori Waxenberg, Ph.D., Clinical Professor

Website: http://chp.phhp.ufl.edu/people/core-faculty/lori-b-waxenberg-phd-abpp/

Department of Clinical and Health Psychology

Office: Room 3154 in HPNP, Third Floor, CHP Main Office

Office Hours: By appointment.

Email: lwaxenbe@phhp.ufl.edu

Phone: (352) 273-5273

Preferred Course Communications: email to set up appointments, in-person/zoom visits as needed.

**Waxenberg Personal Statement**: As a White, middle age, cisgender, heterosexual, Jewish woman, I have experienced privileges, encountered microaggressions and am passionate about making the effort to understand every individual from a place of humility and curiosity.

**Dede Personal Statement**: As a Black, middle-aged, middle-class, cisgender, heterosexual, able-bodied, Christian man, I walk in the duality of being marginalized and holding some privileges. I have experienced microaggressions and am personally and professionally committed to valuing all individuals while facilitating equity and inclusivity.

**Diversity Statement:** We consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

**Inclusive Learning Environment:** Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu).

**Prerequisites of course:** Satisfactory completion of the first year of graduate coursework, Graduate Program in Clinical and Health Psychology, Department of Clinical and Health Psychology, College of Public Health and Health Professions, University of Florida, Gainesville Florida.

**Course Overview and Purpose**

This class is designed to be an introduction to psychotherapy and behavior change. Through readings, role-playing, observation and class discussion, the student will acquire an understanding of how to become an effective therapist. The course will have a dual focus of a) introducing the student to the evidence base for various approaches to psychotherapy and behavior change and methodological issues relative to conducting psychotherapy research, and b) acquiring the skills and understanding the content (what is overtly said and done) and the process (what is happening on a conceptual and covert level) of psychotherapy in general. We will focus on conceptualization skills and understanding basic theory of Cognitive Behavioral Therapy and Acceptance and Commitment Therapy. We will discuss issues related to the therapy intake and first therapy sessions, recognizing transference, resistance and handling the “difficult patient.” Students will be encouraged to appreciate their role as therapist and the power of the therapeutic relationship/alliance as most strongly determining treatment outcomes, above and beyond intervention techniques. To ignore this important factor can undermine the therapeutic alliance particularly when working with underrepresented groups. Reading assignments are selected to highlight empirical, methodological and practical aspects of psychotherapy (engaging clients, effecting change, and negotiating roadblocks as well as maintaining professional boundaries and managing ethical conflicts and responsibilities).

**Relation to Program Outcomes**

Graduates of the UF CHP graduate program in clinical psychology are expected to become licensed practitioners in their future positions. They may focus on research but they are also expected to be fully competent practitioners. This is the first course preparing graduate students as providers of psychological treatments. Dedication to the tasks of this course will prepare our graduate students for that role in graduate school and throughout their careers.

**Course Objectives**

Upon successful completion of the course, students should be able to:

1. Describe the basic theory behind Cognitive Behavioral Therapy and Acceptance and Commitment Therapy.

2. Demonstrate the ability to provide a case conceptualization based on data gathered in clinical work.

3. Detail the conceptual underpinnings of the empirically supported treatments being reviewed.

4. Demonstrate knowledge of the material via weekly quizzes, active participation during reviews of material.

5. Demonstrate basic process skills of active listening and empathic responding in interactions with role-played clients.

6. Develop interventions for a broad range of conditions not specifically covered, using the principles learned in this course.

7. Provide a general conceptual framework for the psychotherapeutic enterprise across the spectrum of psychopathology.

8. Demonstrate basic practical skills with regard to record generation (note-writing), management (development of problem list and treatment plan) intervention and conceptualization.

**Instructional Methods**

Completion of quizzes, lecture with group discussion, and focused skill-building role-play exercises will comprise the majority of class sessions. The role of the instructors will be to: present an overview of selected topics from the readings, provide additional reading material and learning resources with up-to-date research findings, encourage active participation in discussions of the material, guide the role-play exercises and provide timely performance feedback. Expectations for students are to attend class fully prepared, read assigned materials prior to class in preparation for quizzes and lectures, participate actively in discussions, and embrace the role-play exercises so as to allow assessment of the basic clinical skills of students.

**Course Materials** Textbooks: (available at uf bookstore)

## Required:

Building Basic Therapeutic Skills: A Practical Guide for Current Mental Health Practice by Jeanne Albronda Heaton. Jossey-Bass; San Francisco, 1998. ISBN: 0787939846.

Doing CBT: A Comprehensive Guide to Working with Behaviors, Thoughts and Emotions by David F. Tolin. New York: The Guilford Press, 2016. ISBN: 9781462527076

Suicide & Psychological Pain: Prevention That Works by Jack Klott, 2012. Eau Claire, WI: Premier Publishing and Media. ISBN-10: 1936128160; ISBN-13: 978-1936128167

Optional:

Clinical Handbook of Psychological Disorders, Sixth Edition: A Step-by-Step Treatment Manual. Edited by David H. Barlow. New York: The Guilford Press, 2021. ISBN 9781462547043

**Course Policies**

**Expectations Regarding Course Behavior:**

You are expected to watch every lecture well prepared to participate actively in live discussions of the reading material. You are responsible for demonstrating your understanding (or lack thereof) of the material via comments that you initiate. Critical comments are welcome as long as they contribute to open ongoing respectful discussion.

Electronic devices may be required for some of the quizzes, which can be taken via Canvas. Unless otherwise instructed, please refrain from excessive use of tablets, laptops, cell phones or any other electronic devices while participating in class as it can become distracting and inconsiderate of other students and the instructor. Please do not arrive late to class as it is distracting and inconsiderate of others.

**Policy related to make-up work:**

Attendance of class is mandatory. Three or more unexcused absences will result in failure of the course. Missed classes due to illness will require demonstration of making up missed work and experiences. If students must be absent, it is expected they will contact the instructor as soon as possible and be responsible for any missed material. Students who miss lectures are expected to acquire lecture notes from other students who attended.

We expect you to attend and to be prepared to participate in all class sessions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. If you must miss a class because of a foreseeable conflict (i.e., professional conference, athletic competition, religious observance, etc.) you are expected to notify us immediately to set-up alternative arrangements *prior* to the date when you will be absent. Please note that all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

**Reporting illnesses and family emergencies:**

In the event you experience an unexpected illness, family, or otherwise personal emergency please notify us immediately to set up alternative arrangements. You must provide clear evidence that you have made up any and all work and training experiences that you missed.

**What is expected of you:**

Quizzes on reading assignments will be administered at the beginning of the class for which that assignment was made. The quizzes will assess student learning of therapeutic procedures, understanding of the evidence base for treatment approaches, and methodology for establishment of empirical support for treatments. Quiz scores (or other methods for assessing completion of reading assignments) will count for 30% of the course grade. The Case Write-Up (see below) will count for 30% and the Presentation of the case will count for 10% of grade. Role-play participation will count for 30%.

*Case Write-Up*: The student is required to 1) observe at least three sessions of ongoing therapy by advanced students or faculty, 2) attend *at least* two supervision sessions on those cases (more is encouraged if possible), 3) write a problem list, treatment plan, and three session notes for the case observed; 4) write a conceptualization of the case you are following and 5) present the case and conceptualization to the class

The student is expected to participate in classroom discussions and role-playing activities. Instructors and TAs will observe and evaluate the quality of each student’s participation in these activities. Although classroom participation will not factor into the grade, unacceptable participation may result in the requirement of make-up work, and it may potentially result in course failure if felt to be frankly inadequate. Performance in the role-play exercises will be evaluated by performance rubric, scores will be recorded in Canvas, and they will affect the final course grade. The rubric for each role playing exercise will be based on: Effort, Accuracy, Professionalism and Sophistication.

**Extra Credit:**

No extra credit is offered for this course.

**Grading Scale**:

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Points earned** | **93-100** | **90-92** | **87-89** | **83-86** | **80-82** | **77-79** | **73-76** | **70-72** | **67-69** | **63-66** | **60-62** | **Below 60** |
| **Letter Grade** | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |

**Final Grades**:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **A** | **A-** | **B+** | **B** | **B-** | **C+** | **C** | **C-** | **D+** | **D** | **D-** | **E** | **WF** | **I** | **NG** | **S-U** |
| **Points** | 4.00 | 3.67 | 3.33 | 3.00 | 2.67 | 2.33 | 2.00 | 1.67 | 1.33 | 1.00 | 0.67 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

We will utilize Canvas for this course. However, if problems are encountered, please contact the UF Help Desk for technical support at:

* Learning-support@ufl.edu
* (352) 392-HELP - select option 2
* https://lss.at.ufl.edu/help.shtml

**Academic Support:**

If you feel that you need additional academic support in this class please contact us immediately. Please do not wait until it is too late to ask for assistance (i.e., last day of class or when your grade is very low and may be unrecoverable). Come and discuss issues with us during office hours or by appointment.

**University Honesty Policy:**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TA in this class.

# SUPPORT SERVICES

# Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

# Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

* The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.
* You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
* The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
* Crisis intervention is always available 24/7 from the Alachua County Crisis Center:  
  (352) 264-6789

http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

* You may also contact the University Police Department at 392-1111, or you can call 9-1-1 for any emergency.

Please do not wait until you reach a crisis to call and talk with someone. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

# Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing the anonymous online course evaluation at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/. The quality of instruction depends very heavily on student feedback via these evaluations. Course evaluations strongly influences faculty candidacy for promotion. We sincerely hope all students make use of this important resource for maintaining the quality of instruction in our programs.

**Calendar of Topics and Readings**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Day**  **Date** | **#** | **Instr** | **Topic** | **Barlow text** | **Heaton text** | **Tolin text** | **Supplemental**  **Readings** |
| Tu 5/16 | 1 | **DD**  **LW** | Intro to course; Active listening skills Necessary & sufficient conditions for change – Person-Centered ΨTx. |  | Intro, 1 Observation  2 Eval/Assessment  4 Rapport |  | Rogers 1992 |
| Th  5/18 | 2 | **LW** | Charting – documentation & treatment planning; Supervision |  | 9 Making the most of supervision |  |  |
| Tu 5/23 | 3 | **DD** | Working with Diverse Patients |  |  |  | Watters 2010 |
| Th 5/25 | 4 | **DD** | Cultural Self Reflections |  |  |  |  |
| Tu 5/30 | 5 | **JM** | Obsessive Compulsive Disorder  Dr. Joe McNamara | OCD  Chapter 4 | https://ufl.zoom.us/j/94734129720?pwd=dTBreUxPb1E2dnptcUJSR0ZSMm5Cdz09 |  |  |
| Th 6/01 | 6 | **JG** | Dr. Joy Gabrielli  Motivational interviewing | Reading TBD | <https://ufl.zoom.us/my/joygabrielli> |  | Class:  5-6:30  Allowing for practice of skills |
| Tu 6/6 | 7 | DD out  **LW** | Role Play (active listening)  CBT Theory – What Causes Distress? |  |  | 2-5, CBT Theory |  |
| Th 6/8 | 8 | **LW** | CBT Interventions – Behavioral |  |  | 8-10 & 12, Behavioral Int |  |
| Tu 6/13 | 9 | DD  **LW** | Role-play (CBT)  CBT Interventions – Cognitive   First Progress Note due today at class time |  |  | 13-14 & 16, Cognitive Int |  |
| Th 6/15 | 10 | **LW** | CBT – Putting it all Together |  |  |  |  |
| Tu 6/20 | 11 | DD  **LW** | Role-play (CBT)  Acceptance and commitment therapy |  |  | 15 - Acceptance |  |
| Th 6/22 | 12 | **LW** | ACT |  |  |  | Luoma,  Chapters 1 & 2 |
| Tu 6/27 |  |  | SUMMER BREAK |  |  |  |  |
| Th 6/29 |  |  | SUMMER BREAK |  |  |  |  |
| Tu 7/4 |  |  | Holiday |  |  |  |  |
| Th 7/6 |  | **LW** | Role Play (ACT) |  |  |  |  |
| Tu 7/11 | 13 | **AR** | Dr. Alana Rawlinson will present on Child and Family Treatment (No Role Play) |  | <https://ufl.zoom.us/j/6674236794>  Meeting ID: 667 423 6794 |  | TBD |
| Th 7/13 | 14 | **DD** | Crisis management, suicidality, parasuicidality  Cocaine dependence | 14 & 15; Alcohol Use Disorders; Substance Use Disorders | 6 Managing emergencies & crisis |  | Morrison & Downey 2000;  Klott, 2012 |
| Tu 7/18 | 15 | **DD**  LW | Role play (Crisis Management)  Axis II/Dynamic (recorded) |  | 8 Using yourself |  | Kohut, Cha 4 & 5; Blagys & Hilsenroth 2000;  2012 Masterson Chap 6 & 10 |
| Th 7/20 | 16 | **LW**DD out | Documentation Review  (Notes & Tx Plans)  Clinical Interviewing Tips | TBD | 3 First session, Dx/Tx  5 Tx interviewing |  |  |
| Tu 7/25 | 17 | **LW** | Relaxation Training |  |  |  | Miller & Rose, 2009 |
| Th 7/27 | 18 | **DD** | Psychiatry | TBD |  |  |  |
| Tu 8/01 | 19 | LW  DD | Case Presentations |  |  |  |  |
| Th 8/03 | 20 | **DD** | Case Presentations |  |  |  |  |
| Tu 8/8 | 21 | **DD** | Advanced Conceptualization | TBD |  |  |  |
| Th 8/10 | 22 | **DD**  **LW** | Class Review  Remaining progress notes, problem list & tx plan due at class time |  |  |  |  |

**All of the above readings are required.**

Dates showing multiple instructors are role-playing days. Brad will also be joining us on those days.

DD: Dr. Duane Dede; LW: Dr. Lori Waxenberg; AR: Dr. Alana Rawlinson; JG: Dr. Joy Gabrielli

JM: Dr. Joe McNamara; TBD: to be determined

The scheduled dates are intended to serve as an indication of the sequence of classroom topics. Some units may take more or less time to cover – **the schedule is subject to change. It is your responsibility to stay informed of any changes to the schedule.**

Some of the materials for this course can be found on the Share Drive here:

S:\CP-Student\CLP 6407 Psychology Treatment I Materials

Readings for the first 2 weeks or so of classes can be found here:

S:\CP-Student\CLP 6407 Psychology Treatment I Materials\READINGS from texts first 2 weeks only

**IMPORTANT:** University of Florida policies and procedures for the completion of course requirements, calculation of course grades, reporting of grades to the Registrar, and effect of different grade assignments on the GPA and eligibility to have awarded a degree are complex and periodically revised. You should ALWAYS be aware of those policies and procedures as you attend classes at UF. You can find those policies and procedures at http://gradcatalog.ufl.edu and in the [CHP Student Handbook rev 3.13.23.docx](https://uflorida.sharepoint.com/:w:/t/ClinicalResources/EReUf0e-1nZChqDUfWYkC4ABZWfbgfSRaBnoxMoS4ZUltw?e=NAoiG3)

A calendar of important dates for summer C 2023 can be located here <https://gradcatalog.ufl.edu/graduate/calendar/>